

The Influence of Applying Picture Word Inductive Model (PWIM) and Learning Motivation Towards the Students' Writing Interest on Descriptive Text at SMP Negeri 1 Sembawa

Marsilia Febriyanti¹, Indawan Syahri², Mulyadi³

¹Mahameru English Institution

²University of Muhammadiyah Palembang

³Universitas PGRI Palembang

e-mail: marsiliafebriyanti@gmail.com

Abstract

This study discusses about the influence of applying Picture Word Inductive Model (PWIM) and learning motivation towards the students' writing interest on descriptive text at SMP Negeri 1 Sembawa. Pictures are just a medium to draw students' interest. Strategy is needed to make the understanding of the material come to students easier. Visual materials have main function to help create a situation become interesting in language lesson. There is comprehension and intuition of students with varying interpretations that can be built. PWIM is a strategy which allows the students to use their imagination to make sentences based on the words/phrases provided in the picture. The pictures used are associated with words describing familiar objects and the student find words out. The words will help the students to have idea in writing sentences while seeing the picture associated with words/phrases. Interest is being one of the important factors in order to increase the students' comprehension achievement in writing.

Keywords : *Picture Word Inductive Model, Learning Motivation, Writing interest*

INTRODUCTION

Writing is seen as the essential skill for students to be mastered, and it is the most challenging of the four abilities. Writing is also as necessary for speaking, listening, and reading as a very necessary language ability. Writing has a main role in developing student's skill. In addition, Wardani (2014) states that writing is a skill that uses the eyes, brain and hand to convey ideas, feelings and thoughts structured in sentences, words and paragraphs. Pechler, Nobert, Ann Barnies and Kitfield (2009) notes that, historically, writing is the method used to learn grammatical structures. Through writing students will show their views, concepts, ideas, and expressions and spread their imagination through written words as one of the means of language communication. Writing is not an ability that individuals can spontaneously learn. Lenneberg (Pechler, Nobert, Ann Barnies and Kitfield, 2009) implies that humans learn to walk and speak globally, but swim or write is culturally unique and taught through actions. Writing is very important because its exercises will give students the opportunity to convey their interests, help to consolidate learning in other areas of ability, and allow language mastery to be consciously established. In addition, language learners learn to connect with other persons by writing.

In learning English, writing is a big issue. Pechler, Nobert, Ann Barnies and Kitfield (2009) state that "Writing is the most difficult skill for L2 learners to master." Writing is the toughest part of learning English because learners have to transmit their thoughts to create their thoughts to attach them to the use of English as a successful writing. When beginning to write in English, students feel frustrated because they have a small amount of words and do not know how to make up their ideas in a written way. Writing, while it is a complex skill, is surely a skill that must be taught to their students by the language teacher. Another important thing in teaching and learning process is motivation. Brown (2004) states that

motivation is any sort of intrinsic drive to force someone to do something which determines the degree of action, strength, continuity and course of human behavior.

Students, however, find it difficult to create ideas. Harmer (2004) indicated that classroom writing taught by integrating the writing process, which makes the students learn about what they write. Many of them are also overwhelmed when students get a writing assignment. They seem therefore to worry themselves more with how they compose more easily than in how they write well. They often have an idea at the very beginning of writing, but they cannot clarify it. In addition, the teacher should use learning media in order to get the students involved in writing teaching and learning. Learning media helps empower students to develop skills in writing. They should encourage the ideas of students to improve their writing.

Due to those conditions, one effective way in teaching writing is using instructional media. Choosing the appropriate format of learning is a crucial consideration to enhance the motivation of students with a variety of instructional media (Rodgers & Withrow-Thorton, 2005). In the teaching and learning processes, there are several types of instructional media. One is picture. Pictures are very helpful for teaching English as instructional media. The use of pictures as visual media in the teaching and learning process will make the teaching and learning process reliable and effective so as to increase the quality of results.

The Picture Word Inductive Model is used here to develop the learners' skills in writing a descriptive text in the form of a learning tool (alhoun, 1999). The PWIM is used to support and direct the students through writing and writing practices. In comparison, students would not feel bored in the learning process. This model is useful for 9th graders to compose a descriptive text, since it urges students to share their ideas, opinions and thoughts on writing. This model inspires students to write. PWIM also guides the students on what to write and learning pictures of subject materials make them part of the community and can take part in classroom activities. PWIM also offers instructions about what to write in their writing.

LITERATURE REVIEW

The Concept of Picture

Teaching techniques are highly important for language teaching, since the technique determines whether or not students are motivated to study. As stated by Meiranti (2016) using media variety will improve the ability for students to better evaluate what they learn in improving the performance of skills they are supposed to reinforce. There are several ways of teaching media that can be used to convey the lesson and picture is one of them. Picture can be especially helpful in the teaching of a descriptive text in language skills like writing. Meliasari, Ngadiso, & Marmanto (2018) says that the role of pictures as educational media forms is to actualize the abstract and represent the difficult to discover object. Furthermore, according Oshima & Hogue (2007). "Picture is an effective visual tool as it can visualize something that will be explained more concretely and realistic". It is fair because the object might be a hard-to-represent item like whale, dinosaurs, etc. The use of picture will make the teaching learning process become more efficient, enjoyable and easier.

It is really beneficial for learners to use pictures in learning. Any information about the picture may be generated by them. Students are helped by viewing at pictures to convey their thoughts. They just pick the information in the picture and say what the picture is about. A picture can be an actual object, such as animal, family pictures, vehicle or transmission, landscapes, drawings, maps, etc. Pictures are widely available in the world from the newspapers, magazines, textbooks, snack cover, advertisements or other outlets, and even the students or their teachers can draw them.

The Use of Pictures in Teaching English

Definition of pictures according to Longman (2004) is something which gives you a hint of what it looks like. In brief, the picture is an observable, painting or drawing imagery, the representation is the abstract image of a human, a picture, a location, an animal and a circumstance that can be clearly seen in a frame or sheet of paper. Sadiman (in Nur

Khoerunnisa et al:2015) also states that by picture, students would be more inspired, excited and offer a description of the information transmitted more clearly than just through word. Pictures help us to review the words and phrases we learned from the textbook. The picture means that students will offer an idea, explore information to explain something like humans, locations and so on.

Pictures contribute to interest and motivation, a sense of the context of the language and a specific reference point or stimulus, stated by Wright enlightens that pictures have some roles in writing such as: First, to motivate the students and make them pay attention and want to take part. Second, pictures contribute to the context in which the language is being used. Third, pictures can cue responses to questions or cue substitutions through controlled practice, and the last, pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling. In addition, says that visualization have several purposes such as make abstract ideas concrete, engages multiple sense, permit us to link different bits of information together and provides us with context for storing information.

The researcher based on the explanations above can conclude that pictures have many advantages as teaching tools to make the learning proves more active and communicative. It is easy to prepare, interesting, meaningful, and can be used for every level of students. Picture as visual learning can help students to remind information and link material in their brain. As visual aids, picture can be helpful to the teacher of foreign language lesson to increase the students' attention in catching the meaning of the sentences.

Concept of Writing Descriptive Text

In the process of teaching and learning, writing is one of the communication strategies used. Writing is not only an exercise in arranging words to be sentences on a sheet of paper, but we should organize interesting objects to be feelings, information and imagination in order to be meaningful. The above statement supported by [4]who writes that writing encourages students to reflect on the comprehensive use of language and because they believe when they write, it can well stimulate language growth when they address issues that are put into their minds by writing. [9]also claims that "Writing is never a one-step action; it is a continuous creative act. And after finishing their writing, they must read what they have written in order to fix the issue. In addition, Flynn & Stainthorp(2006) note that "Writing has a communicative function, we write to interact with others or to communicate with ourselves." It means that writing is one of the ways to offer written knowledge to all people. The writer assumes from the above statements that writing is the way to converse with other people and transform the writer's thoughts, knowledge, and emotions in a written form.

Writing is the way to express feelings, ideas, and experience into written forms. Writing needs a complex process to be done. Writing skill is often needed to measure knowledge in most exams, whether they are testing in foreign language abilities or other skills (Harmer, 2004). Wardani (2014). notes that writing applies to a phase in which the actions are not automatically carried out. The author must first think about the subject, attempt to know the subject and find some information on the subject. Writing is a method of saying something that isn't true or that may be our imagination and put forth in writing, as well as sharing their thoughts, views and arranging them in the short paragraph.

Concept of Descriptive Text

There are some types of text that should be learned by students, one of them is descriptive text. Conlin says that "Descriptive paragraph describes a picture or attempt conveying the voice, taste, and smell of things." The students try to describe things in detail as they write a descriptive paragraph. Descriptive text, according to Flynn & Stainthorp (2006). is a genre of text that is meant to include information about something or someone. Writing descriptive text clearly describes a person, place, or thing that it will encourage the

reader to visualize what is mentioned. In addition, [12] state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. In such a way that the reader can imagine the subject and enter into the mind of the writer, descriptive writing vividly depicts a person, place, or objects. It is a means of enriching other ways of writing or a dominant technique for constructing an impression of what appears like something.

The generic structure of the descriptive paragraph is defined by [13] in two sections, introduction and description. The introduction is the section of the paragraph which presents the character, while the description is the part of the paragraph which explains the character. In addition, also notes that the descriptive paragraph's generic form consists of identification and description. Identification is about the presentation of the subject or event to be described, while description is a brief overview of who, or what, of the object. This shows that there are two elements in a descriptive document - an element to classify phenomena (identification) and another element (description) to represent sections, features, or characters.

Based on the expert statements above, it can be concluded that descriptive text is paragraph that intends to give details characteristics or information about something for the readers.

The Concept of Picture Word Inductive Model (PWIM) Strategy

[14] says that "Teaching learning strategies which are essential in ensuring lesson are effective and lead to successful outcomes". Strategy is needed to make the understanding of the material come to students easier. Visual materials have main function to help create a situation become interesting in language lesson. As stated by, picture can be used to assist students in stimulating the students' inspiration. In this research pictures are used to help students get involved and to get information on what they should write. So that they will have interest to develop their ideas based on what they see in the pictures.

The concept of Picture Word Inductive Model (PWIM) strategy is introduced by Emily F. Calhoun (1999) on his book "Teaching beginning reading and writing with the Picture Word Inductive Model". PWIM is using pictures associated with words. Picture Word Inductive Model is an inquiry oriented strategy that includes explicit instruction and structured inductive activity PWIM contains familiar objects and actions to elicit words from the children's listening and speaking vocabularies. Calhoun (in Meiranti:2016) states "The pictures make the students build many words. The picture word inductive model enables students to build generalization that from the basis of structural and phonic analysis. It respects the students' ability to think". In this research, the PWIM is a strategy which allows the students to use their imagination to make sentences based on the words/phrases provided in the picture. Meliasari (2018) says "This strategy is used to guide the students to develop their idea during the initial process of writing. Moreover, it also improves their vocabulary, grammatical, phonetic, mechanic, and spelling in writing text".

While teachers need to introduce intriguing techniques during the lesson to better students, there is also a non-technical element that possibly affects the writing skill of students. The involvement of students is expected to be one of the significant factors in evaluating the writing class's progress. PWIM is a strategy used to guide students to inquire about words and add vocabulary, to explore phonetic and structural concepts, and to participate in other reading and writing practices as a whole community, small classes, couples, or independently (Wood & Tinajero :2002). The pictures used in this strategy are associated with words describing familiar objects and the student find words out. The words will help the students to have idea in writing sentences while seeing the picture associated with words/phrases. This is an effective strategy for learners of all ages to study a second language and learners have the chance to learn from real content as stated by (McDonald:2010).

Some steps explained by Calhoun (1999) in applying the PWIM strategy, namely: the students study a picture chosen by the teacher; the students are asked to identify what they

see in the picture for the teacher to label by drawing a line from the identified object or area; read and review the words generated; use the picture word chart to read their own sets of words; classify words according to properties they can identify; then the students are asked to develop titles, sentences, and paragraphs about their picture.

Since this study focuses on the ability of students to write descriptive text based on the paragraph provided from the picture, the researcher uses the PWIM method suggested by Calhoun (1999) and modifies a new method from all of the above steps. In summary, this strategy includes four tasks, consists of; first, identifying the objects from the image; secondly, marking the pieces of the picture by drawing a line from the identified object; thirdly, creating a sentence from each label/word; and the last is organizing the sentences into a decent paragraph.

The Concept of Writing Interest

While teachers need to introduce intriguing techniques during the lesson to better students, there is also a non-technical element that possibly affects the writing skill of students. The involvement of students is expected to be one of the significant factors in evaluating the writing class's progress. According to Emilia (2010), "Interest has been defined as a motivational variable, as well as a psychological state that occurs during interactions between persons and their environment, and is characterized by increased attention, concentration, and affect". Interest is a sort of emotional arousal status, according to and it appears to make people know things and enjoy those behaviors. In addition, Hidi & Boscolo (2006) state that even on highly interesting topics, if they do not have sufficient content knowledge, people may have problems writing. Writing motivation may come from the interest of an individual in a subject or it may be linked to experiences of creative endeavors accompanied by positive emotions.

Hidi & Boscolo (2006) in their book, they identified four phases in the development of student interest: Only the triggered interest in circumstances (phase 1), the maintained interest in circumstances (phase 2), the emerging interest in individuals (phase 3), and the well-developed interest in individuals (phase 4). They noted that the interest of students develops and deepens if others, such as teachers, provide them with support. They also noted that, Students have increased attention, set and achieve goals for themselves, and are more efficient in their use of learning strategies if interest is encouraged to develop.

In writing processes, an interest in writing is associated with the behaviors that teachers value most. Lipstein & Renninger (2007). note that as they work with writing tasks, students who are interested in writing are more likely to see efficient goals, use aware of the good, and seek feedback. Students who are interested in writing are also more likely to develop a comprehensive understanding of what writing is and the opportunities it can offer. Students who are interested in writing are also more likely to develop a comprehensive understanding of what writing is and the opportunities it can offer.

METHOD

Types of Research

This study uses factorial design in experimental method. According to Fraenkel, Wallen, & Hyun. (2012) "Factorial designs extend the number of relationship that may be examined in an experimental study". This method is the modification of pretest-posttest control group design which permitted the investigation of moderator variable. Another value of factorial designs is it allows a researcher to study the interaction of an independent variable with one or more other variable, or called moderator variable. Moderator variables may be either treatment variables or subject characteristics variables. They are (1) the experimental class; the class that uses PWIM strategy and (2) the control class.

Figure 1. Factorial Design

Experimental Group	R	O ₁	X	Y ₁	O ₂
Control Group	R	O ₃	C	Y ₁	O ₄
Experimental Group	R	O ₅	X	Y ₂	O ₆
Control Group	R	O ₇	C	Y ₂	O ₈

Source: Fraenkel et al (2012)

Legends:

- R : Random
- X : The experimental group
- C : The control group
- Y₁ : High learning motivation
- Y₂ : Low learning motivation
- O : Observed variables (O₁-O₃, O₅-O₇, and O₂-O₄, O₆-O₈)
- O₁-O₃, O₅-O₇ : Pretest
- O₂-O₄, O₆-O₈ : Posttest
- O₁ and O₃ : Pretest for experimental group and conventional teaching method (control group) before treatment for high learning motivation (Y₁).
- O₂ and O₄ : Posttest for experimental group and conventional teaching method (control group) after treatment for high learning motivation (Y₁).
- O₅ and O₇ : Pretest for experimental group and conventional teaching method (control group) before treatment for low learning motivation (Y₂).
- O₆ and O₈ : Posttest for experimental group and conventional teaching method (control group) after treatment for low learning motivation (Y₂).

REFERENCE

- Wardani, I. (2014). Improving the Ability in Writing Descriptive Text Through Guided-Questions Technique. *e-Journal of ELTS (English Language Teaching Society)*, 2(1).
- Pechler, Nobert, Ann Barnies and Kitfield. (2009). *Learning to Teach Modern Foreign Languages in the Secondary School (3rd ed)*. United States of America: Routledge.
- Brown, H. (2004). *Language Assessment: Principles and Classroom Practices*(p. 180). New York: Pearson/Longman.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education Limited.
- Rodgers, D. L., & Withrow-Thorton, B. J. (2005). The Effect of Instructional Media on Learner Motivation. *International Journal of Instructional Media*, 32(4), 333.
- Calhoun, E. (1999). *Teaching Beginning Reading and Writing With the Picture Word Inductive Model*. ASCD.
https://books.google.co.id/books?hl=id&lr=&id=8MhqCwAAQBAJ&oi=fnd&pg=PP1&dq=picture+word+inductive+model&ots=iNssHPdq0N&sig=vFLIOQjuYsk_GE0IkEpJCefbgks&redir_e_sc=y#v=onepage&q=picture%20word%20inductive%20model&f=false
- Meiranti, W. (2016). The Use of Picture Word Inductive Model in Developing Students' Reading Ability in Descriptive Text at The First Grade of Smpn 3 Natar Lampung Selatan. <http://digilib.unila.ac.id/23567/>
- Meliasari, R., Ngadiso, N., & Marmanto, S. (2018). The Picture Word Inductive Model: Its Effectiveness to Teach Writing Viewed from Students' Interest. *International Journal of Language Teaching and Education*, 2(3), 248-258.
<https://doi.org/10.22437/ijolte.v2i3.5697>
- Oshima, A & Hogue, A (2007). *Introduction to Academic Writing: Third Edition*. United States of America: Pearson Education Inc.
- Flynn, N & Stainthorp, R. (2006). *The Learning and Teaching of Reading and Writing*. England: Whurr Publishers Limited.
- Emilia, E (2010). *Teaching Writing: Developing critical learners*. Bandung: Rizqi Press

Pardiyono. (2007). *Pasti Bisa! Teaching Genre Based Writing*. Yogyakarta: CV. Andi Offset.

Wardiman, A., Jahur, M.B., & Djusma, M. S. (2008). *English in Focus*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

Wood, K. D. & Tinajero, J. (2002). Research into Practice: Using Pictures to Teach Content to Second Language Learners. *Middle School Journal*, 33(5), 47-51

Hidi, S., & Boscolo, P. (2006). Motivation and writing. *Handbook of writing research*, 144(157), 304-310. https://books.google.co.id/books?hl=id&lr=&id=VT7YCz2GiQC&oi=fnd&pg=PA144&dq=writing+interest&ots=Rb7IQk9Vex&sig=V1ac6C58K3bD0mBwl6dnH_mBJTU&redir_esc=y#v=onepage&q=writing%20interest&f=false

Lipstein, R. L., & Renninger, K. A. (2007). Interest for writing: How teachers can make a difference. *English Journal*, 79-85. <https://www.jstor.org/stable/30047170?seq=1>

Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2012). *How to Design and Evaluate Research in Education (8 Ed)*. New York: Mc-Graw Hill Companies